CHAPTER V

SUMMARY, CONCLUSIONS AND IMPLICATIONS
SUMMARY:

Introduction:

Sports participation and physical activity - the basic underlying element of all tasks accomplished under the realm of physical education and sports - is a biological necessity. It ensures the accumulation and preservation of vigour and vitality, muscular development and its maintenance through regular exercise, for the benefits of exercise cannot be stored. Apart from the conditioning influence of heredity, regular and vigorous physical activity is the indispensable means for an individual's health and happiness in particular and for the progress and prosperity of a nation in general.

Physical education and sports have been widely accepted as an integral part of the education process. Keeping in view the tremendous investment of time, money and labour and the vast majority of the population involved in these endeavours, research efforts in this direction in India are not as conspicuous and adequate as these should be. Therefore, serious and sincere efforts by physical education teachers and researchers are required so that not only the educational objectives are fully realised
but also the physical education programmes in educational institutions are carried out on a sound footing. Physical education and sports, in fact, are in desperate need of research in the country. Moreover, it is only through systematic research efforts that a profession can examine its basic practices and in turn improve its service to mankind.

There is almost a consensus among the sport scientists that comparative performance of an individual or a team depends upon the fitness dimensions, skill dimensions, physical endowment dimensions and most importantly, upon the psychological or behavioural dimensions. In the recent past, psychological dimensions of sportsmen are beginning to receive more and more attention of researchers in the field of physical education and sports. Their contention is that these factors play a vital role in the ultimate performance of an individual or a team.

Among others, the psychological variables as self-concept, adjustment and creative thinking have interested scholars for many years and continue to be the potential area of research even at present the world over. A review of the available literature reveals that only a handful of research studies have been conducted in this field and that too only on some isolated variables. A comprehensive
investigation concerning the differentials on the aforesaid psychological variables between sports girls and non-sports girls does not seem to have been undertaken as yet. So it was with this background that the investigator decided to pursue the study of psychological differentials of sports girls and non-sports girls in the Indian culture context. More specifically the present study is titled as:

**Title:**

A COMPARATIVE STUDY OF SELF-CONCEPT, ADJUSTMENT AND CREATIVE THINKING OF SPORTS AND NON-SPORTS SCHOOLGIRLS OF HIMACHAL PRADESH

**Objectives:**

(1) To ascertain whether there are significant differences in self-concept between school sports girls and non-sports girls.

(2) To ascertain whether there are significant differences in adjustment between school sports girls and non-sports girls.

(3) To ascertain whether there are significant differences in creative thinking between school sports girls and non-sports girls.

(4) To find out differences in self-concept, adjustment and creative thinking between rural and urban girls.
To find out independent and interactive effects of sports, non-sports and rural, urban residence on self-concept, adjustment and creative thinking.

**Hypotheses:**

(1) Sports and non-sports girls will differ significantly on self-concept.

(2) Sports and non-sports girls will differ significantly on adjustment.

(3) Sports and non-sports girls will differ significantly on creative thinking.

(4) Rural and urban residence will differ significantly on self-concept, adjustment and creative thinking.

(5) Independent effects of sports, non-sports and rural, urban residence account for significant variations in respect of self-concept adjustment and creative thinking among girls.

(6) The interactive effects of sports, non-sports and rural, urban residence will account for significant variations.

**Design:**

The present study is a comparative study of sports and non-sports girls on a number of variables. Therefore, the investigator had to plan the entire process of research work in terms of research design best suited to the present study. Factorial design 2 x 2 ANOVA and the 't' test were
used to study the psychological differentials of sports, non-sports, rural and urban girls.

Sample:

The sample consisted of 600 students. Two samples consisting of 300 sports girls and 300 non-sports girls in the age group of 14 to 16 years were taken. There were 600 subjects in both samples: Sports girls were selected on the basis of stratified random sampling technique whereas random device was used to collect data for non-sports girls from high schools in Sirmour, Solan and Shimla districts of Himachal Pradesh.

Tests Used:

There were three areas under investigation in the present study. Accordingly, three tests were used:

i) Self-concept scale constructed and standardised by Sarswat (1984) was utilised to assess the perceived self-concept of the girls.

ii) Sinha and Singh’s (1984) Adjustment Inventory for School Students was used to assess the adjustment of girls.

iii) The Creative Thinking Test constructed by Mehdi (1973) was employed to measure the creativity score of the girls.

Collection of Data:

The data were collected in small groups of students.
These tests were administered one after the other separately, after a gap of one day in two tests.

**Analysis of Data:**

The data were analysed by employing both descriptive and inferential statistical procedures. The descriptive statistics such as mean, median, mode and SD etc. were computed to determine the nature of distribution of scores for sports and non-sports girls. For further analysis of the data, inferential statistical procedures like 2x2 ANOVA were used and significant interaction differences on all psychological variables under investigation were also determined by employing the 't' test.

**CONCLUSIONS:**

Psychological differentials of sports, non-sports, rural and urban girls:

i) **Self-concept:**

Sports girls belonging to rural and urban areas were found better in physical self-concept, social self-concept and temperamental self-concept in comparison to non-sports girls of the same areas. Non-sports girls are better in educational, moral and intellectual self-concept than sports girls.

ii) **Adjustment:**

Sports girls belonging to rural and urban areas were better in all variables of adjustment i.e. emotional,
social and educational, than non-sports girls.

iii) **Creative thinking:**

Non-sports girls score better in all creativity variables in comparison to sports girls. Table 17 presents a brief conclusion of the results.

**Table 17**

Sports, non-sports and rural, urban residence and sports, non-sports \(\times\) residence (rural, urban) effects on self-concept, adjustment and creative thinking

<table>
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<th>Sr. No.</th>
<th>Fourteen dependent variables</th>
<th>Sports and non-sports girls</th>
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\(X\) Significant independent effects of sports and non-sports on different variables.

\(XX\) Significant independent effects of rural and urban residence on different variables.

\(XXX\) Significant interaction effects of sports and non-sports \(\times\) residence (rural, urban) on different variables.
IMPLICATIONS

The present investigation has found that sports girls and non-sports girls belonging to rural and urban areas are not similar in their psychological make-up. They differ on self-concept, adjustment and creative thinking, and these findings have implications in the field of physical education and sports leading to some appropriate suggestions. A few suggestions are given below:

1) It has been observed that self-concept variables have been found to differentiate sports girls from the non-sports girls. Therefore, it is suggested that individuals who perceive themselves superior, think highly of themselves and value themselves more should be encouraged to come forward and participate in games and sports. They are likely to prove better and successful sports girls in comparison to those having lower or negative self-concept. Identifying such individuals by conducting psychological tests and through a systematic observation of their behavioural responses is again the responsibility of physical education teachers and coaches in the field.

2) Out of three comparisons, non-sports girls have nowhere achieved higher significant score than the sports girls on adjustment variables. On the other hand, sports girls have achieved a higher mean score than non-sports girls. There seems to be going togetherness between these adjustment variables and performance in sports. Therefore,
physical education teachers, coaches and trainers in the field should be on the look out for individuals who are endowed with these adjustment variables. If this procedure is followed, there is very likelihood that they may persist in sports and transform themselves into better sports men. Suggestions on similar lines have also come from Cooper (1969), Kane (1971) and Ogilvie (1968).

In none of the six comparisons sports girls have achieved higher significant scores than the non-sports girls on creative thinking variables. On the other hand, non-sports girls have achieved a higher mean score than sports girls on this variable. It may, therefore, imply that regardless of an individual's creative thinking he may be a better or poor sportsman and vice versa. Irrespective of an individual's sports achievement, he may fall anywhere in creative thinking score, that is, one cannot be determined by the other.

It is, therefore, suggested that physical education teachers, trainers and coaches should not be much concerned about the creative thinking of players, teams or squads. Even sportsmen with average creativity can achieve adequate success in their respective sport. Individuals with average or low creativity should not be discouraged or discriminated in any way. They should receive proper attention of teachers, trainers and coaches and encouraged to put in their best.
SUGGESTIONS FOR FURTHER RESEARCH:

1) In the present study psychological differentials of school sports and non-sports girls have been investigated. A similar study can be conducted on college women.

2) Since the present study involves only girls subjects, there is a possibility to explore the psychological differentials of boys also and a comparative picture of the two can be obtained.

3) It can also be explored if similar psychological differentials exist in sports girls from individual and team sports when they are compared with non-sports girls.

4) Inter-sports psychological differentials of sports girls can be obtained.

5) The present study covers only the self-concept, adjustment and creativity variables, and a study of some other psychological variables like motivational factors, group-cohesiveness, attitudes and values, etc. can be attempted.

6) There is also a possibility to conduct a similar study by taking samples from other states of the country.

7) Sometimes the generalisations made from a study are subject to the tools employed in order to study the phenomenon. Therefore, the use of some other tools for
assessing the same variables may throw further light revealing thereby the validity of the present findings.

Thus the present study can serve as a background or source of exploring the area of physical education and sports in the directions pointed out in the preceding paragraphs.